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ABSTRACT

Objectives and program descriptions are presented for the Scottsdale Adult Learning Center (Arizona) which in 1979-80 conducted a number of practicums for adult educators on individualized techniques, Adult Basic Education (ABE), High School Equivalency (GED), and English as a Second Language (ESL). First described is a paid internship program for 113 teachers designed to familiarize them with materials and method in adult education including both classroom and individualized instruction. Described next are the ABE and GED practicum background, procedure, and evaluation. The ESL practicum background, procedures, and evaluation are then presented. Follow-up inservice workshops, agency participation, teaching packets, and plans for future services are outlined. Reproduced in an appendix constituting two-thirds of the document are the ABE, GED, and ESL packets used in the practicum. A diagnostic process for beginning readers, a scope and sequence chart for beginning reading skills, Wilson's Essential Vocabulary List, and a list of suggested ABE materials comprise the ABE packet. The GED packet contains a student record sheet, information on test-taking techniques, sample study guides, a GED math placement test, and suggested pre-GED and GED materials. The ESL packet includes an ESL teacher check list, a John Test Administration Manual, an annotated bibliography of ESL materials for individual and group use, an outline for participant use in organizing open discussion ideas, and an ESL practicum evaluation. (MN)

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INDIVIDUALIZED TEACHER PRACTICUM
FINAL REPORT
1979 - 80

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TABLE OF CONTENTS

Individualized Teacher Practicum 1

ABE/GED Practicum - Background and Procedures 5

ABE/GED Practicum - Evaluations 7

ESL Practicum - Background and Procedures 13

ESL Practicum - Evaluations 14

Follow Up Workshops 19

Agency Participation 20

Teaching Packets 22

Plans for Future Services 24

Appendices:

A. Letters of Application
B. ABE Packet
C. GED Packet
D. ESL Packet

INDIVIDUALIZED TEACHER PRACTICUM

GOAL: TO PROVIDE A PRACTICUM EXPERIENCE FOR ADULT EDUCATORS THROUGH WHICH THEY BECOME FAMILIAR WITH THE MATERIALS AND METHODS IN ADULT EDUCATION INCLUDING BOTH CLASSROOM AND INDIVIDUALIZED TECHNIQUES.

OBJECTIVE 1:

During the year 1979-80, with the aid of Project Directors and State Department Staff, Scottsdale Adult Learning Center will select 90-100 teachers to participate in a paid intern training program. Full day workshops will be scheduled during a regular class day at SALC and at least three Saturday workshops will be scheduled for those teachers who cannot attend during the week.

ACTIVITIES TO ACHIEVE OBJECTIVES:

The number of teachers who attended practicums at SALC exceeded that which was proposed. In all 113 teachers were provided a hands-on experience in the learning center. This included participants from other agencies who attended without receiving any project funds for expenses.

NUMBER OF PRACTICUM PARTICIPANTS:

ABE/GED	71
ESL	42
TOTAL	113

NUMBER OF INDIVIDUAL AND GROUP SESSIONS	
Scheduled on weekdays	19
Scheduled on Saturdays	7
TOTAL	26

NUMBER OF STATE PROJECTS REPRESENTED	15
NUMBER OF AGENCIES REPRESENTED	9

SALC staff sent letters announcing the 310 training program to directors of adult education from 26 projects across the state. Project directors were asked to distribute workshop applications to their teaching staff. Individual teachers filled out and returned the applications to SALC.

Applications were also distributed by the Pima County Projects, who included the SALC workshop applications with the vouchers sent to participants from one of their own 310 workshops. From these sources, as well as recommendations from the State Department of Education a total of 100 educators returned applications and many others called SALC requesting that a date be scheduled for participation in a one-day session of observations and discussions at the Learning Center.

OBJECTIVE 2:

During the year 1979-80, a practicum experience will be provided to acquaint adult educators with effective methods, activities and materials in ABE, GED and ESL. Each practicum will be evaluated by its participants.

ACTIVITIES TO ACHIEVE OBJECTIVES:

The ABE/GED Practicums were conducted at the Scottsdale Adult

Learning Center at 701 North Miller Road, in Scottsdale. Information shared during the practicum included the following:

1. Trainee's explanation of his or her own program and needs.

2. Description by trainer of the SALC program, with explanation of individualization of ABE/GED instruction and its advantages.

3. Demonstration of project prepared diagnostic instrument for beginning reading.

4. Discussion on techniques and materials for teaching beginning reading.

5. Demonstration of other diagnostic instruments in reading and math.

6. Explanation on placing of students in appropriate individualized materials.

7. Discussion of effective ABE/GED materials.

8. Analysis of the 5 GED tests - their content areas, timing involved for each, level of difficulty, types of items, etc.

9. Review of successful test - taking techniques for specific tasks.

10. Discussion of the general characteristics of adult learners.

11. Discussion on evaluating student progress and keeping student records.

12. Discussion of effective methods for publicizing classes.

13. Review of roll book and attendance procedures.

14. Problem solving for the trainee's individual situation.

15. Discussion of grouping students within the framework of an individualized program.

ESL educators attended either regular week-day classes conducted at the Vista del Camino Community Center (site of morning ESL classes at SALC), or special Saturday morning classes made up of ESL students who kindly volunteered their time for the demonstration.

During the classes the trainees observed methods and techniques based on many different pedagogical theories. They referred to a teacher check list to focus on pertinent areas for subsequent critiquing of the trainer's performance.

Following the demonstration class and critique, participants examined ESL materials and practicum handouts. These handouts included the teacher check-list, a recommended materials list (annotated), a quick oral skills diagnostic instrument (which was demonstrated during the class), and an outline for ease in note-taking during the discussion. The balance of the practicum was spent discussing specific challenges each educator faces in his or her own situation.

ABE/GED Practicum-Background and Procedure

The ABE/GED practicums involved sharing of information both ways between trainer and trainee. Each trainee explained his or her own program, its available materials, its resources, its student population. The specific problems of the trainee's situation were brought up and discussed in light of alternative approaches, especially the individualized approach used at S.A.L.C. The trainer described (and demonstrated with students and their records) the procedures that have met with such success in the Center's program. The diagnostic instruments used especially for reading and math were demonstrated, and their appropriateness and use in the trainee's program were discussed. A packet designed for easy diagnosis of beginning reading problems (level 1) was demonstrated and discussed. Each teacher received a packet as well as lists of essential vocabulary and a scope and sequence chart for beginning reading skills.

The discussion on diagnosis also involved prescribing appropriate materials and activities for students, and their placement within these materials. The many varieties of ABE/GED materials were discussed and evaluated, based on effectiveness, ease of use, student appeal and cost.

Especially valuable was the analysis of the five GED tests - their content areas (e.g., how many algebra problems to expect on the math test), level of difficulty, types of items (e.g., items related to a paragraph reading vs. items the student must know before taking the test), timing of the different sections, etc. This analysis suggested several test-taking techniques, appropriate to tests that are timed, multiple choice, with no correction for guessing, etc.

Because this 310 program trains adult educators who have traditionally come from elementary or secondary education backgrounds, the special characteristics of the adult learner need to be stressed. General tendencies and individual illustrations from experience are brought up in these discussions. Also, trainer and trainee discuss ways of reaching the population who need these adult education services.

The official records required by the Arizona State Department of Education are explained and demonstrated, and also possible means of obtaining the data they require.

Throughout the practicum, the emphasis is on solving the problems of the trainee's own situation, including the possibilities of grouping students within the framework of an individualized program. For example, participants discuss specific students needs and how their common needs can occasionally be met by judicious grouping and class activities.

ABE/GED PRACTICUM - EVALUATIONS:

Teachers who participated in the ABE/GED Practicum were asked to fill out an evaluation form at the end of the workshop. In all, 57 teachers responded with their reactions to this practicum.

New teachers found it especially helpful since they were uncertain about how to get their programs started. One teacher commented, "Real eye opener . . . Now I have some idea of what ABE/GED is really all about".

All appreciated the opportunity to review current materials that were relevent to their needs. They felt they could now make better choices of materials, thereby making more effective use of purchasing funds and reducing waste.

They preferred working in small groups, as this allowed each participant to explore in depth, all areas of interest to them. They felt free to ask many questions and discuss specific difficulties they were encountering. Special consideration was given to each teacher's student population, class size, and available materials and resources. With fresh ideas in mind, most felt motivated to make changes to improve their classes. All indicated their intention of sharing the information with other teachers in their project and would encourage them to attend the practicum.

Many teachers indicated that a one day workshop was not long enough to cover all the information and to view all the materials. They need more time to sort out and internalize

so much information and would also like more time to actually practice diagnosing problems, prescribing a program and placing students in appropriate materials.

The following is a list of the items on the evaluation, with responses indicated.

EVALUATION

ABE-GED PRACTICUM

1. The information presented about the GED examination was

very useful				not useful
1 (43)	2 (7)	3 (1)	4 -	5 -

2. The information presented about diagnostic testing was

very useful				not useful
1 (36)	2 (18)	3 (3)	4 -	5 -

3. The information presented about student folders and record keeping was

very useful				not useful
1 (38)	2 (12)	3 (3)	4 (1)	5 -

4. The presentation on materials for adult students was

very useful				not useful
1 (42)	2 (14)	3 -	4 -	5 -

5. Techniques and methods presented were

very useful				not useful
1 (35)	2 (18)	3 (2)	4 -	5 -

6. I felt that my questions were answered

Very satisfactorily				unsatisfactorily
1 (44)	2 (12)	3 -	4 -	5 -

7. How much of the information presented today can you use or adapt to your teaching situation?

a great deal				very little
1 (40)	2 (12)	3 (4)	4 -	5 -

8. Over all, I would rate this practicum as being

well worth the time				not worth the time
1 (44)	2 (12)	3 (1)	4 -	5 -

9. More time should be spent on _____.
(Comments included the following)

"Time was well utilized. Thorough overview of GED program but would be helpful if there were some way to look at more materials".

"Record keeping and forms".

"Predictive tests".

"Almost all areas were covered satisfactorily and allotment of time was just right".

"Another workshop for follow-up".

"Practical and meaningful session. How could one improve on it"?

"Exceptionally well covered.

Less time should be spent on _____.
(Comments included the following)

"Paper work".

"The experiences of other teachers".

"All appropriate".

10. What do you feel could be added to or removed from this practicum to improve it? _____.
(Comments included the following)

"Excellent practicum".

" I think it's well thought out the way it is".

"Add ABE Techniques".

"Superbly organized".

"Add examples of teacher developed materials".

"Perhaps more focus on individual preparation of study guides".

"Probably not long enough - follow-up workshop.

"How to set up an adult reading center".

11. Suggestions or comments you have concerning this program. (Comments included the following)

"This program is well organized. It is unfortunate that it is a one-day workshop because there is such a wealth of materials that really requires more hands-on time."

"This has been most helpful to me. It has answered many of my questions and has given me a terrific amount of information on procedures and materials for my class."

"Very well organized and presented. Would like to come again. Exposure to quantities of materials and their uses was most valuable."

"This workshop was practical and something I can use right now to run my class more efficently."

"I feel it was very appropriate for my situation. Especially the offer for continued help in the future if needed."

"Very explicit in her descriptions. Quite positive in attitude-great personality to work with other people and kids too - (age variations)."

"Very good workshops. Enjoyed speaker. Very informative. Thanks for sharing materials."

"Very informative and beneficial. Good hand-out materials."

"I really enjoyed the exchange of ideas and materials. Interesting to see what other centers do."

"Open discussion time was excellent! It was a help to me in some decisions regarding my program."

"Outstanding program. Terrific presentation by Rosemeri."

"This being my first workshop and first experience teaching adult education, I do feel better equipped to begin teaching in regards to materials discussed at this workshop."

"This was one of the best organized and most efficiently presented workshops I have ever attended."

"Congratulations on having Rosemeri Barabe. The workshop was the

best - as well as the most interesting I have attenaed."

"Excellent instructor - Very thoughtful presentation - Considerate in gearing preparation to individual needs."

"Rosemeri has been very helpful. Everything that she presented today has been very helpful. She couldn't have done better, thank you."

"Would like the facilitator to sit down with our materials and show how she'd use them - Centeral place set up to check out and in materials."

"The workshop was presented in a very organized fashion. The information presented will be very valuable in helping us set up a new ABE program and in continuing our GED program."

"I am amazed at the amount of material available for ABE. I feel more confident starting in this area since attending this workshop."

"Very well done. I thought the director of our program from our city should attend.

"Real eye opener for someone new, seems very organized and productive. Now I have some idea of what ABE/GED is really about."

ESL PRACTICUM - BACKGROUND AND PROCEDURES:

Very few adult educators have preparation specifically for teaching English as a Second Language. ESL as a field is typically misunderstood, and personnel are quite often misapplied, as when the least experienced teacher is given the beginning ESL class because "that's the way you would do it with math." Of course, the person with the most experience is needed in the class that has the most difficulty understanding the language. A common misconception that can sabotage the effectiveness of an ESL program goes something like this: "Anyone can teach ESL as long as they are fluent speakers of English. After all, they know it like they know no other subject."

While this last statement is true, in the sense that they can use it like no other "subject", their knowledge of it is so internalized and inaccessible to conscious analysis and explanation, that the teaching of it is quite a different abilitiy entirely. This ability is built up by conscientious analysis of patterns and exceptions to patterns in the way Americans talk and write. Our main effort is to make ESL teachers aware of this kind of process, and give them examples of materials (both good and not-so-good) that are products of real teachers' observations of real American English. To this end, we make all written grammar exercises available to trainees for adaptation to their own classes. Strengths and weaknesses of the exercises (discovered in actual classroom use over many months) are pointed out in discussion, and demonstrator and trainees brainstorm ways of improving specific items or whole exercises.

The basis for our ESL training program is twofold: basic principles of applied linguistics as expressed by sources in fields such as psycholinguistics, language acquisition, transformational-generative linguistics, and sociolinguistics; and experience working in beginning, intermediate and advanced classes of students at Scottsdale Adult Learning Center and other adult ESL programs, who come from a vast variety of language backgrounds.

Scientific findings are tempered by practical experience in the adult basic education classroom. In the ESL practicums, the goal was to make the trainee more aware of the ingredients of a good ESL teacher and an effective ESL class. Therefore, emphasis was not on materials, although trainees were encouraged to examine and discuss all published materials available at the center. The emphasis was, however, on conducting a successful ESL class with a minimum of expensive publications, since most programs budget very limited amounts for English as a Second Language materials.

ESL PRACTICUM - EVALUATIONS:

At the end of the session, trainees completed evaluations of the practicum. Ninety-five percent of the evaluators reported an increase in their knowledge of ESL, new ideas of their own from the contact and observations, and a feeling that their students will benefit from what the trainees learned.

Eighty per cent reported that they would consider spending another day at SALC to improve their teaching.

ESL PRACTICUM EVALUATION

SA- Strongly agree A- Agree D- Disagree SD- Strongly disagree

1. I know more about ESL now than I did before attending this workshop.
   SA 20 A 16 D 2 SD 1
2. I was consulted about my needs and problems.
   SA 19 A 12 D 3 SD 1
3. Most of the demonstrations were adaptable to my classes.
   SA 17 A 15 D 5 SD 0
4. A good proportion of spoken vs. written exercises was demonstrated.
   SA 20 A 16 D 0 SD 0
5. My thoughts and opinions were welcome. SA 29 A 9 D 0 SD 0
6. I can rely on the Center for further help and advice.
   SA 19 A 17 D 2 SD 0
7. I will probably try some of the things I observed today.
   SA 25 A 9 D 3 SD 0
8. I was shown how to overcome a lack of materials and resources.
   SA 12 A 19 D 5 SD 0
9. My students will benefit from what I learned here.
   SA 23 A 15 D 2 SD 0
10. I got ideas of my own from the contact and observations.
    SA 16 A 20 D 1 SD 0
11. I would consider spending another day at SALC to improve my teaching.
    SA 17 A 12 D 4 SD 0
12. Time spent on materials was:
    1 too much. 5 not enough. 34 about right.
13. On records and paperwork:
    0 too much 3 not enough 34 ABOUT RIGHT.
14. On methods:
    1 too much. 4 not enough. 33 about right.
15. Overall, I learned:
    27 a lot. 12 something. 1 very little.
16. The best part of the practicum was: _____
17. How could this practicum be improved: _____

16. Written comments about the best part of the practicum included the following:

"The whole thing!"

"Personal approach to us and/or students."

"Practical ideas for maximizing usefulness of time spent with non-English speaking -- plus some ideas to use with my regular class."

"The teacher! She is excellent."

"Learning to deal with the different levels."

"Teaching methods from experience in the classroom."

"Learning ways to make my classes more interesting; ways to improve presenting a point, whether vocabulary, structure or syntactical."

"Learning new methods, seeing new materials."

"Exchange of ideas and problems."

"Working with the students."

"Exchange of ideas and presentation of ideas by Ms. Fuller. Demonstration with students was very helpful."

"The actual teaching demonstration and exchange of ideas."

"Seeing the actual demonstration with ESL students."

"Classroom methods - nice atmosphere created."

"Having students to go over the teaching methods. Also the bibliography that was given to us."

"The informality and opportunity for expression."

"Input from other ESL teachers."

16. Con't.

"Group discussion on materials."

"Discussing the techniques used by the other teachers and seeing the students learn through various techniques."

17. The written comments on how the practicum could be improved included the following:

"More of it available to more of us."

"It was excellent."

"More coordination with Rio Salado expectations and paperwork."

"I thought it was excellent. It would have been nice had more students come; however I understand the difficulty in asking them to come on a Saturday morning."

"I was the only practicum participant today and it would have been beneficial to share ideas with other participants teaching in similar situations."

"A little more discussion on beginning reading and writing."

"More involvement with the demonstration."

"Cover other topics besides English -- teaching math concepts to a non-English-speaking student."

"Coffee."

"More ideas by the leader, of course, but in general it was most helpful."

"By spending more time. We spend one day and that's not enough."

"More rigorous timing."

"Review of more text material."

"Good!!"

"Make list of different activities which could be used when solo teacher has different groupings (levels) of students."

17. Con't.

"I wanted to see more testing materials."

"More varied presentation."

"Presenter enjoyable - enjoyed experience."

"The afternoon session was too short. The ideas in the morning were valuable but could have been communicated in a shorter time thus giving the tasks of the afternoon more adequate time."

"Have the people in the workshop use these techniques with students in the learning center; have someone observe and offer feedback."

"It was very good . . . Facilitator was extremely helpful and enthusiastic about the subject matter and the field. For the time we spent, it was an excellent experience."

OBJECTIVE 3:

By invitation of individual project directors the Scottsdale Adult Learning Center teacher training staff will travel to conduct no more than four on-site inservice workshops organized by the directors of those projects. (Follow Up Workshops)

ACTIVITIES TO ACHIEVE OBJECTIVES:

Many of the practicum participants indicated how helpful it was to visit a learning center and see a wide variety of materials being used with actual students. It helped them develop a better perspective for establishing their own methods, procedures and classroom atmosphere. The excellent response to and participation in training practicums held at Scottsdale Adult Learning Center caused the training staff to re-evaluate the necessity for traveling to conduct on-site follow-up workshops since the benefits derived by visiting a working learning center are numerous. Training is more effective, and offers teachers a wider range of experiences. Teachers are generally more stimulated to improve their teaching skills and show more creativity in adapting information for their own use. They also feel more comfortable calling back and asking for assistance when they need it. To know that they are free to call at any time for help with any problem is very reassuring.

Most teachers were able to take time off from their jobs to attend a workshop during the week or to attend on a Saturday. In all, 15 projects from around Arizona were represented by teachers attending the workshops. For these reasons, the training staff decided not to travel to project sites for follow-up workshops, but conducted many follow-ups by phone and/or mail.

OBJECTIVE 4

During the year 1979-80, the Scottsdale Adult Learning Center will include adult educators from other agencies to participate in a teacher training practicum already scheduled for state funded teachers. No reimbursement will be offered to these trainees.

ACTIVITIES TO ACHIEVE OBJECTIVES:

From various sources, SALC compiled a mailing list of about 27 agencies, who are involved with the education of adults. The directors of these agencies were sent letters explaining the 310 program and inviting their teaching staffs to participate. Directors were asked to disseminate applications to teachers interested in attending a practicum. These teachers attended workshops already scheduled for teachers from state sponsored programs. These adult educators did not receive reimbursement for attending and no project funds were used. (In some cases, the agency provided reimbursement to it's own teachers). The following is a list of agencies whose teachers attended workshops:

Scottsdale Public Schools
Prescott Public Schools
Yavapai Reading Academy
Salvation Army Harbor Light
Tempe Manpower Center
Phoenix OIC
Glendale Manpower Center
Maricopa Tech
Ramah Indian Adult Education

Public school teachers interested in learning more about ESL methods and materials were welcome to attend practicums at the Center. Teachers from Prescott as well as Scottsdale Public School Districts spent a professional day at the Learning Center to improve their handling of limited English speaking students in their classes. They observed the morning classes and critiqued the demonstration as did all practicum participants. The subsequent discussions, however, focused on special techniques for one-to-one or very small group tutoring as opposed to larger classroom techniques. All materials available to Scottsdale Public School District teachers (Yavapai media center) were examined and recommended for various uses. The teachers evaluated the practicum very highly, according to evaluation forms and reports to school administrators. (See letters from Scottsdale School District Administrators in Appendix A).

OBJECTIVE 5

Teaching packets will be compiled for ABE, GED and ESL. Each will include materials, methods and activities found to be most useful to practicum participants. The packets will be distributed to practicum participants.

ACTIVITIES TO ACHIEVE OBJECTIVES:

The 310 training staff compiled individual packets of materials which were distributed to all workshop participants. Three differenct packets were developed which include materials, methods and activities specific to ABE, GED and ESL.

The ABE packet contains two diagnostic reading instruments developed by the SALC teaching staff. As an alternative to lengthy standardized tests, these simplified instruments are designed for quick evaluation and placement of beginning reading students in an ABE level 1 program. One test determines the extent of student proficiency with decoding skills, writing skills, and sight word vocabulary skills. The second test is an Informal Reading Inventory which is used to determine the student's reading level. In addition to these instruments, the packet also contains a scope and sequence chart for teaching beginning reading, basic sight word lists and a list of suggested materials for beginning and low level readers.

The GED packet contains a variety of record keeping forms that are used for all ABE and GED students at SALC. There is, for example, a form for recording a student's daily progress and record sheets for various SRA reading kits.

The packet also contains detailed information about the GED tests, a list of recommended materials for GED preparation and study guides to accompany some of these materials, a handout for students on "How To Take A Test" and a diagnostic mathematics test developed by the SALC staff.

The ESL Packet consisted of project-prepared Teacher Check Lists, for reference both during the practicum and in the participant's own classroom. The items remind teachers of special needs of non-English speaking adults and suggest possible strategies for overcoming communicative and pedagogical chalienges. Materials appropriate for non-English speaking adults are listed as well, with descriptions and recommendations for use.

To aid the participant's task of notating and classifying the large amount of information transmitted during the practicum, we have included a Personalized Outline of Discussion, which allows participants to jot down ideas under an appropriate heading, for easier reference later.

Plans for Future Services

The staff responsible for this year's 310 is eager to continue being of service to the adult educators of Arizona. They also welcome any opportunity to expand the project, using this year's experience as the basis for improvements in such a project next year.

Some of the improvements include the following:

1. Two Day New Teacher Practicum

   The training staff feels that teacher training would be more effective if new ABE/ged teachers could spend more time in the learning center, working with experienced teachers. In effect, this hands-on internship would give each new Adult Educator a more comprehensive overview of adult education and a chance to practice procedures, techniques and methods found to be effective for the teaching of adults. They would also have the experience of diagnosing and prescribing for individual needs, and evaluating student progress.

   Experienced teachers will continue to be offered a one day practicum to meet their individual needs and to produce material study guides for the materials they use with their students.

2. Beginning Reading Program

   Many teachers who attended a practicum were interested in receiving training specifically for teaching beginning reading. This is an area where most participants felt least knowledgeable. There is a need for in-depth training in this area and the training staff feels competent providing a one day workshop for teaching beginning reading skills to adults.

3. Vocational ESL Materials and Methods

Educators working with vocationally oriented adults need specially designed materials highlighting job-finding, job-getting and job-keeping skills. Adults in general also need practical skills and the language necessary to accomplish them. The project staff proposes to disseminate and demonstrate special materials to ESL teachers by means of special one-day training sessions.

4. Multi Media Materials Development

The training staff would like to include program produced and commercial video materials in the teacher practicums. A broader range of experiences and problem solving situations can be presented to practicum participants. This will be beneficial to teachers from all projects throughout the state and materials can be made available to project directors for staff development.

The ABE packet contains the following:

1. Diagnostic Process for Beginning Readers - Designed for teachers with little background in beginning reading. Easy to administer and will quickly identify student's reading skills for placement in appropriate materials.

2. Reading Skills (sequence from pre-reading to Grade 4)- A scope and sequence chart for beginning reading skills with space for listing materials which teach each skill.

3. Wilson's Essentian Vocabulary List - a list of sight vocabulary for survial reading.

4. Basic Materials List - list of suggested materials for ABE, with ordering information included.

Diagnostic Process for Beginning Readers

1. Letter Knowledge and Reproduction

   Directions: Ask the student to write the upper and lower case letters of the alphabet.

2. Beginning Consonant Sounds

   Directions: Using the picture page, ask the student to write the beginning sound for each picture. Answers are written on the Diagnostic Profile sheet, item #2.

3. Long and Short Vowel Sounds

   Directions: Using the picture page, ask the student to write the letter for the missing sound. Answers are written on the Diagnostic Profile sheet, item #3.

4. Write your Birthday

   Directions: Ask student to write his birthdate. Look for problems in writing, spelling, letter and number reproduction, etc.

5. Write your address

   Directions: Same as #4

6. Dolch Basic Sight Words

   Directions: Ask the student to read the words from the list. Stop when the student misses 3 words in a row. Make note of the stopping point and errors on the Test data sheet. Approximate grade levels are:1 to 150 level one: 151 to 217 level 2.

7. Informal Reading Inventory

   Directions: Ask the student to read the paragraphs aloud. On the teacher copy of the test, mark the errors in word recognition. When the student has finished reading the story, ask him the comprehension questions. The student can not miss more than 1 question in any of the stories.

Independent Level: Student can read and understand material on his own.

Instructional Level: Student can read material with some teacher assistance.

Frustration Level: Student is making too many errors to understand material. Record the test results on the test data sheet.

TEST DATA DIAGNOSTIC PROFILE

Student's Name _____ Date _____

1. Write the Alphabet

A P

a b

2. Beginning Consonant Sounds

Write the beginning letter of each picture.

1.	__AW	2.	__ALLOON	3.	__AIL	4.	__ABLE	5.	__AN
6.	__OON	7.	__OCK	8.	__IPPER	9.	__LAG	10.	__OSE
11.	__AMP	12.	__RUM	13.	__AT	14.	__IPE	15.	__OAT

3. Long and Short Vowel Sounds

Write the letter for the missing sound.

1.	C__T	2.	S__N	3.	TR__E	4.	P__G	5.	C__KE
6.	G__AT	7.	F__SH	8.	B__D	9.	F__VE	10.	FR_IT
11.	L__AF	12.	D__G	13.	C__NE	14.	B__LL	15.	K__TE

4. Write your birthday (month, day, year)

_____

5. Write your address.

_____

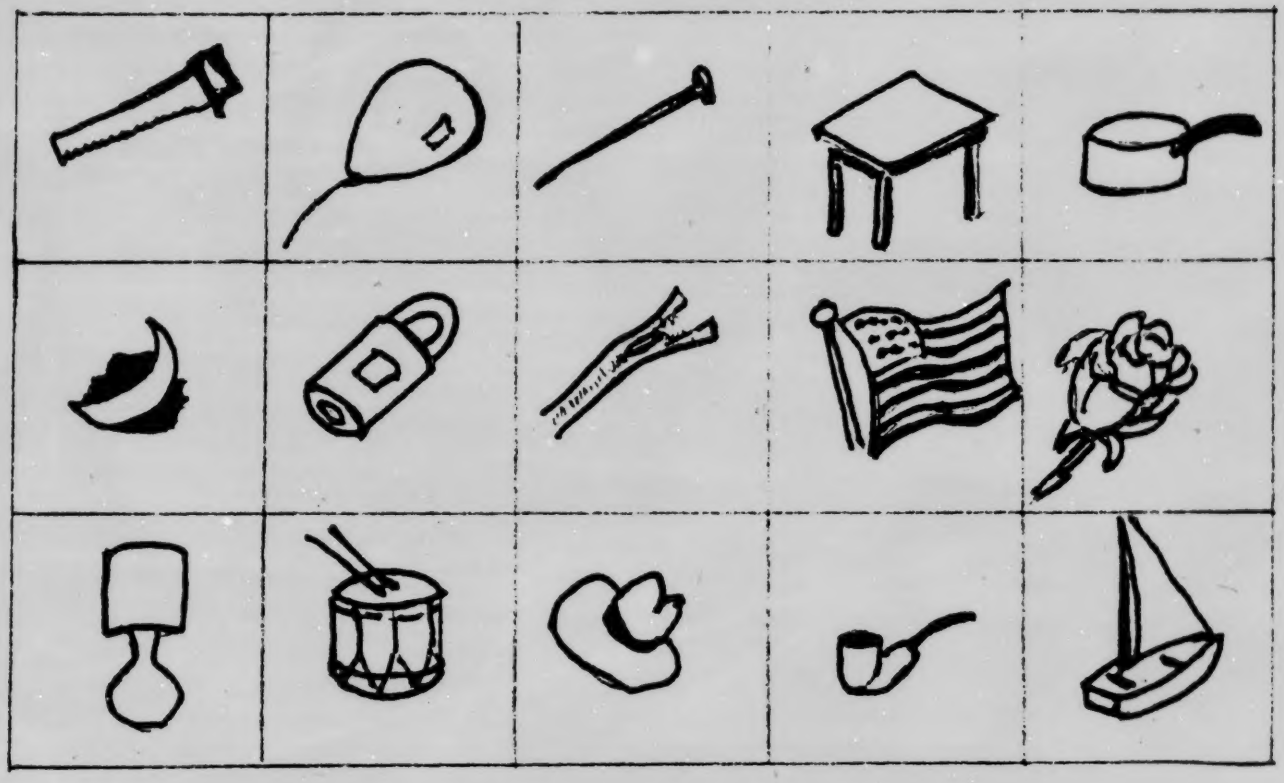
6. Dolch Basic Sight Words

Stopping point: #_____ No. of errors_____
Examples of errors _____

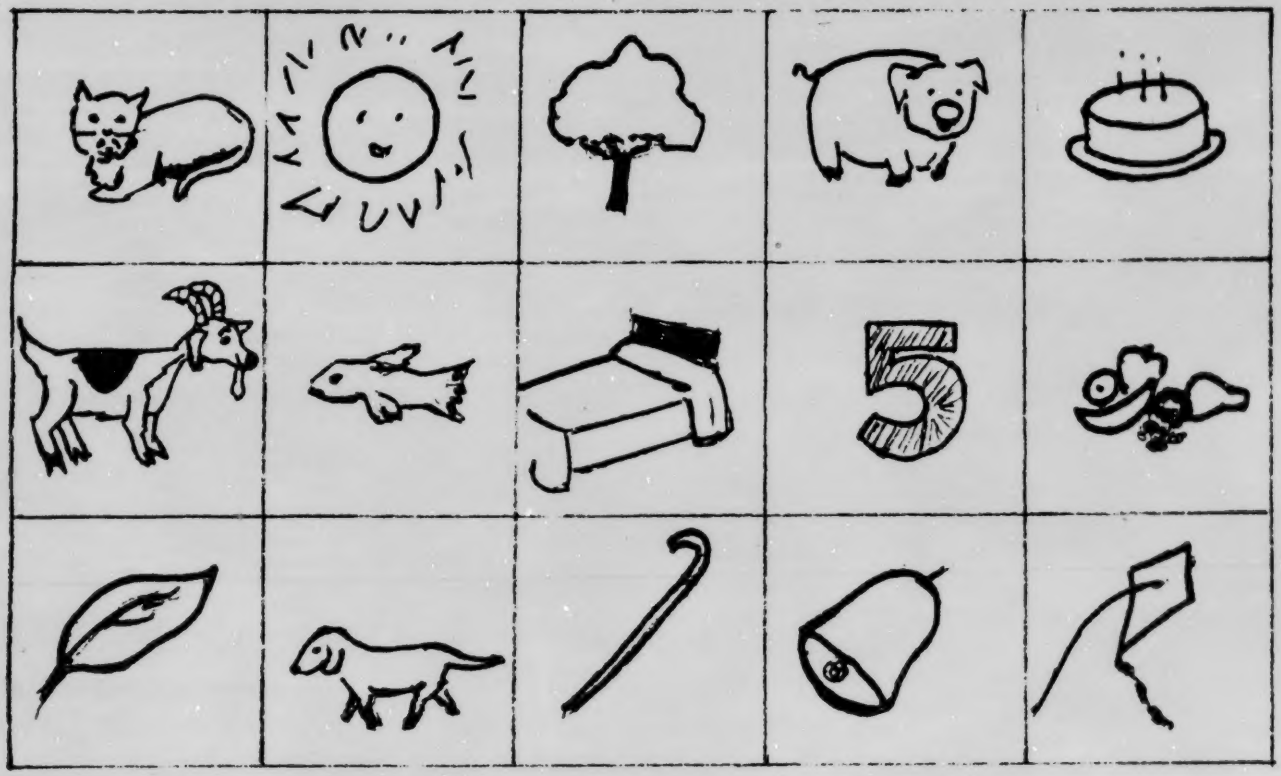
7. Informal Reading Inventory (I.R.I.)

Independent Level _____
Instructional Level _____
Frustration Level _____

BEGINNING CONSONANT SOUNDS



LONG AND SHORT VOWEL SOUNDS



SIGHT WORD TEST

1. a
2. I
3. an
4. as
5. at
6. be
7. by
8. do
9. go
10. he
11. if
12. in
13. is
14. it
15. me
16. my
17. no
18. of
19. on
20. or
21. so
22. to
23. up
24. us
25. we
26. all
27. and
28. any
29. are
30. ask
31. ate
32. big
33. but
34. buy
35. can
36. cut
37. does
38. eat
39. for
40. fly
41. get
42. got
43. had
44. has
45. her
46. him
47. his
48. not
49. how
50. its
51. let
52. may
53. new
54. not
55. now
56. off
57. old
58. one
59. own
60. our
61. out
62. put
63. ran
64. red
65. run
66. saw
67. say
68. sit
69. see
70. she
71. six
72. ten
73. the
74. too
75. try

76. two
77. use
78. was
79. who
80. why
81. yes
82. you
83. away
84. been
85. best
86. blue
87. both
88. call
89. came
90. cold
91. come
92. did
93. done
94. don't
95. down
96. draw
97. fall
98. fast
99. find
100. five
101. four
102. from
103. full
104. gave
105. give
106. goes
107. good
108. grow
109. have
110. help
111. here
112. hold
113. hurt
114. into
115. jump
116. just
117. keep
118. kind
119. know
120. like
121. live
122. long
123. look
124. made
125. make
126. many
127. much
128. must
129. once
130. only
131. open
132. over
133. pick
134. play
135. pull
136. read
137. ride
138. said
139. show
140. sing
141. some
142. drink
143. stop
144. take
145. tall
146. that
147. them
148. then
149. they
150. this

151. upon
152. very
153. walk
154. want
155. warm
156. wash
157. well
158. went
159. were
160. what
161. when
162. will
163. wish
164. with
165. work
166. your
167. about
168. after
169. again
170. black
171. bring
172. brown
173. clean
174. carry
175. could
176. eight
177. every
178. first
179. found
180. funny
181. going
182. green
183. light
184. laugh
185. never
186. right
187. round
188. seven
189. shall
190. sleep
191. small
192. start
193. thank
194. their
195. there
196. these
197. think
198. those
199. three
200. today
201. where
202. which
203. white
204. would
205. write
206. always
207. around
208. before
209. better
210. little
211. myself
212. please
213. pretty
214. yellow
215. because
216. together
217. soon

INFORMAL READING INVENTORY (I.R.I.)
TEACHER COPY

No. 1 (1.0)

Look at the dog.
It is big.
It can run.
Run dog, run away.

What is this story about? (a dog)
What size is it? (Big)
What can the dog do? (Run)
Why did the dog run away?

Scoring: Word Recognition
Independent level: 0-1 error
Instructional level: 2 errors
Frustration level: Error
Comprehension: (75% correct)

No. 2 (2.0)

The door of the house opened and a man came out. He had a broom in his hand. He said to the boy sitting there, "Go away." The boy got up and left.

Who came out of the house? (a man)
What did he have in his hand? (he had a broom.)
What did he say to the boy? (go away)
Why do you think the man came out of the house with a broom?

Scoring: Word Recognition
Independent level: 0-1 error
Instructional level: 2-3 errors
Frustration level: 4 or more errors
Comprehension (75% correct)

No. 3 (3.0)

When the man had gone, the boys were surprised to see how many boxes he had left in their little back yard. Right away they began to pile them on top of each other. They made caves and houses. It took so long that lunch time came before they knew they were hungry.

How did the boys feel when they saw how many boxes were left? (surprised)
What did they do to the boxes? (pile them up)
What did they make? (caves & houses)
Where do you think the man went?

Scoring: Word Recognition
Independent level: 0-1 error
Instructional level: 2-3 errors
Frustration level: 4 or more errors
Comprehension (75% correct)

No. 4 (4.0)

Three more cowboys tried their best to rope and tie a calf as quickly as Red, but none of them came within ten seconds of his time. Then came the long, thin cowboy. He was the last one to enter the contest.

What was the story about? (cowboys)
What did they do? (rope and tied calves)
Who was the last to enter the contest? (the long thin cowboy)
Do you think the long thin cowboy beat Red?

Scoring: Word Recognition
Independent level: 0-1 error
Instructional level: 2-3 errors
Frustration level: 4 or more errors
Comprehension: (75% correct)

No. 5 (5.0)

High in the hills they came to a wide ledge where trees grew among the rocks. Grass grew in patches and the ground was covered with bits of wood from trees blown over a long time ago and dried by the sun. Down in the valley it was already beginning to get dark.

What area did they come to? (to a ledge)
What grew on the ledge? (grass)
What was the ground covered with? (bits of wood)
What time of the day do you think it was?

Scoring: Word Recognition
Independent level: 0-1 error
Instructional level: 2-3 errors
Frustration level: 4 Or more errors
Comprehension (75% correct)

No. 6

(6.0)

Businessmen from suburban areas may travel to work in helicopters, land on the roof of an office building, and thus avoid city traffic jams. Families can spend more time at summer homes and mountain cabins through the use of this marvelous craft. People on farms can reach city centers quickly for medical service. shopping, entertainment, or sale of products.

How might businessmen travel to work? (helicopter)
Why would they want to use helicopters? (to avoid traffic jams)
Why would this means of transportation be good for people on farms? (shopping, medical aide, entertainment, sales.)
What do you think they are doing at their summer homes and mountain cabins?

Scoring: Word Recognition Independent level: 0-1 error
Instructional level: 2-3 errors
Frustration level: 4 or more errors
Comprehension: (75% correct)

No. 7

(7.0)

The President of the United States was speaking. His audience comprised two thousand foreign-born men who had just been admitted to citizenship. They listened intently, their faces aglow with the light of a newborn patriotism, upturned to the calm, intellectual face of the first citizen of the country they now claimed as their own.

Who was speaking? (the President of the United States)
To how many people was he speaking? (2,000)
Why was he speaking: (because they were new citizens)
Where do you think these people came from?

Scoring: Word Recognition- Independent level: 0-1 error
Instructional level: 2-3 errors
Frustration level: 4 or more errors
Comprehension: (75% correct)

SCOTTSDALE ADULT LEARNING CENTER

READING SKILLS

(Sequence from prereading to Grade 4)

Reading Level		SKILL	MATERIALS
0-2.0	1.	LETTER RECOGNITION	
	2.	LETTER REPRODUCTION lower case - manuscript/ cursive Upper case - manuscript/ cursive	
	3.	BEGINNING CONSONANT SOUNDS (bat, dog, etc.)	
	4.	ENDING SOUNDS (bat, dog, etc.	
	5.	CONSONANT VARIANTS (soft c as in city) (soft g as in germ)	
	6.	SHORT VOWELS (at, bet, it, hot, us)	
	7.	LONG VOWELS (ate, be, ice, open, use)	
	8.	DOLCH BASIC SIGHT WORDS 220	- Sight Method
2.0-3.0	9.	INITIAL CONSONANT BLENDS bl, br, fl, gr, pl, st, tr, cl, cr, dr, gl, pr, sk, sl, sm, sn, tw, sch, sc, sp, squ, str, sw, spl, spr, dw, scr	
	10.	ENDING CONSONANT BLENDS ld, nd, nk, ft, st, lt, ng, nt, mp	
	11.	CONSONANT DIGRAPHS sh, th, wh, ch, ck, ph	
	12.	SILENT CONSONANTS kn, gh, mb, wr, gn	
	13.	VOWEL TEAMS ea (each, bread) oo (look, moon) ay, eo, ai, ee, oa, ow, (snow, cow), aw, ou, oi, oy, al, au, ew	

Reading Level	SKILL	MATERIALS
2.0-3.0	14. VOWEL FOLLOWED BY R ar, er, ir, or, ur	
	15. Y AS A VOWEL by, baby	
3.0-4.0	16. 1,000 WORD LIST - WILSON'S VOC. LIST	--Sight method
	17. WORD ENDINGS ed, ing, 's, es, est, er	
	18. COMPOUND WORDS railroad, butterfly, (2 words put together to make one)	
	19. CONTRACTIONS can't, I'll, (2 words put together by leaving out some of the letters)	
4.0	20. PREFIX recall, deflate, dis-agree, export, precook, indirect, etc.	
	21. SUFFIX enjoyment, national, cheerful, thickness, dangerous, etc.	
	22. ROOT WORDS enjoyment, national, disagree, (the base word without prefix and/or suffix)	
	23. SYLLABICATION (1) Divide between 2 like or unlike consonants (win/ter, yel/low) unless consonants are digraphs or blends. (2) Divide before consonant and le at the end of a word (ta/ble) (3) Prefixes and suffixes are separate syllables	

Reading Level	SKILL	MATERIALS
4.0	(4) When 1 consonant is between 2 vowels, divide lighter before or after consonant (riv/er, pa/per)	
	24. VOCABULARY	
	Synonyms (little-small)	
	Antonyms (big-little)	
	Homonyms (bear-bare)	
	Multiple Meanings (run to the store-a run in stockings)	
	Context (determining a word's meaning from the way it is used in a sentence)	

WILSON'S ESSENTIAL VOCABULARY LIST

ADULTS ONLY
ALL CARS (TRUCKS) STOP
ANTIDOTE
ASK ATTENDANT FOR KEY
BEWARE
BEWARE OF CROSS WINDS
BEWARE OF THE DOG
BRIDGE OUT
BUS ONLY
BUS STATION
BUS STOP
CAUTION
CLOSED
COMBUSTIBLE
CONDEMNED
CONSTRUCTION ZONE
CONTAMINATED
CURVE
DANGER
DANGEROUS CURVE
DEAD END
DEEP WATER
DEER (CATTLE) CROSSING
DENTIST
DETOUR
DIM LIGHTS
DIP
DOCTOR (DR.)
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DON'T WALK
DOWN
DRIFTING SAND
DRIVE SLOW
DYNAMITE
ELEVATOR
EMERGENCY EXIT
EMERGENCY VEHICLES ONLY
EMPLOYEES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT
EXIT ONLY
EXIT SPEED 30
EXPLOSIVES
EXTERNAL USE ONLY
FALLING ROCKS
FALL OUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FLOODED
FLOODS WHEN RAINING
FOUND
FOUR-WAY STOP
FRAGILE
FREEWAY
GARAGE
GASOLINE
GATE
GENTLEMEN
GO SLOW

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE
HOSPITAL ZONE
IN
INFLAMMABLE
INFORMATION
INSPECTION STATION
INSTRUCTIONS
JUNCTION 101A
KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT
KEEP TO THE LEFT
KEEP TO THE RIGHT
LADIES
LANE ENDS
LAST CHANCE FOR GAS
LEFT TURN MUST TURN
LEFT TURN O.K.
LEFT TURN ON THIS SIGNAL
LEFT TURN ONLY
LISTEN
LIVE WIRES
LOADING ZONE
LOOK!
LOOK OUT FOR THE CARS
LOOK OUT FOR THE TRUCKS
LOST
MECHANIC ON DUTY
MEN
MEN WORKING
MERGE LEFT
MERGE RIGHT
MERGING TRAFFIC
MILITARY RESERVATION
M.P.H.
NEXT
NEXT(WINDOW, GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FISHING
NO HUNTING
NO LEFT TURN
NO LOITERING
NO MINORS
NO PARKING
NO PASSING
NO RIGHT TURN
NO RIGHT TURN ON RED LIGHT
NO SMOKING
NO SMOKING AREA
NO SPITTING
NO STANDING
NO STOPPING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NO TURNS
NO U TURN
NOT A THROUGH STREET
NOT FOR INTERNAL USE
NOXIOUS
NURSE
OFFICE
ONE WAY - DO NOT ENTER
ONE WAY STREET
OPEN
OUT
OUT OF ORDER

PAVEMENT ENDS
PEDESTRIANS PROHIBITED
PED-XING
PLAYGROUND
PROCEED AT YOUR OWN RISK
POISON
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PRIVATE ROAD
PULL
PUSH
PUT ON CHAINS
RAILROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT TURN ONLY
R.R.
ROAD CLOSED
ROAD ENDS
SAFETY FIRST
SCHOOL STOP
SCHOOL ZONE
SHALLOW WATER
SHELTER
SLIDE AREA
SLIPPERY WHEN FROSTY
SLIPPERY WHEN WET
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SMOKING PROHIBITED
SPEED CHECKED BY RADAR
STEEP GRADE
STEP DOWN (UP)
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP MOTOR
STOP WHEN OCCUPIED
TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP
THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY AIRCRAFT
THREE-WAY LIGHT
TRAFFIC CIRCLE
TRUCK ROUTE
TURN OFF
TURN OFF ½ MILE, (¼ MILE)
UNLOADING ZONE
UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE LOW GEAR
USE OTHER DOOR
VIOLATORS WILL BE PROSECUTED
WALK
WANTED
WARNING
WATCH FOR FLAGMAN
WATCH FOR LOW FLYING AIRCRAFT
WATCH YOUR STEP
WET PAINT
WINDING ROAD
WOMEN
YIELD
YIELD RIGHT OF WAY

AIRPORT
BAGGAGE
BUS STATION
BUS STOP
CLOSED SATURDAY AND SUNDAY
CLOSED TODAY
CLOTHING
DANGER
DEAD END
NO HUNTING
NO LOITERING
NO PARKING
NO SKATING
NO SMOKING
NO SWIMMING
NO U TURN
ONE WAY
OUT OF TOWN
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DETOUR
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EXIT
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FIRST AID
FOOD, LODGING, GAS
FRUIT
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GATE 1
GENTLEMEN
GUEST
INFORMATION
KEEP OF THE GRASS
KEEP LEFT
KEEP OUT
KEEP RIGHT
LADIES
LEGAL HOLIDAY
LOCAL
LOCAL TRAFFIC
MEAT
MEN
MERGING TRAFFIC
NO DRIVING
NO FISHING
PLAYGROUND
RAILROAD CROSSING
REPAIRS
RESTROOM
ROAD CURVES AHEAD
ROAD UNDER CONSTRUCTION
SALE
SCHOOL
SCHOOL CROSSING
SINGLE LANE TRAFFIC
SLIPPERY WHEN WET
SLOW
SLOW CONSTRUCTION AHEAD
SPEED LIMIT
STAMPS
STOP
STOP HERE FOR SIGNAL
TAXI STAND
THIN ICE
TICKETS
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WOMEN
YIELD RIGHT OF WAY

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1600-3	Reading 1600	1.56	
1700-X	Reading 1700	1.56	
2100-7	Reading 2100	1.56	
2200-3	Reading 2200	1.56	
2300-X	Reading 2300	1.56	
2400-X	Reading 2400	1.56	
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3. How to Take a Test - suggestions on test-taking techniques.

4. Study Guides - sample study guides for the Reading Skills Test, Social Studies Test, Science Test and Writing Skills Test. For student use with specific materials.

5. GED Math Placement Test - identifies strengths and weaknesses in math skills.

6. Suggested Pre-Ged and GED Materials - lists suggested materials and ordering information.

NAME _____ ENROLLMENT DATE _____

NELSON _____ V. _____ C. _____ MATH. DIAG. _____

	Pre Test	Date	Post Test	Date	Predict. Test	Date	GED Test	Date
READING SKILL								
SOCIAL STUDY								
SCIENCE								
WRITING SKILL								
MATH								

DATE	MATERIALS USED	TEACHER'S INITIALS

GED TEST INFORMATION

	Examination	Total Questions	Raw Scores for 35 S. S.	Raw Scores for 45 S.S.
1.	English Grammar	80	22	42
2.	Social Sciences	60	18	30
3.	Natural Sciences	60	14	26
4.	Literature	40	12	22
5.	Mathematics	50	14	23

Test 1 - 80 Questions
"The Writing Skills Test"

	%	No. of Questions
GRAMMAR AND USAGE	30%	24
SPELLING, PUNCTUATION, CAPITALIZATION	25%	20
DICTATION AND STYLE	10%	8
SENTENCE STRUCTURE	20%	16
LOGIC AND ORGANIZATION	15%	12

Test 2 - 60 Questions
"The Social Studies Test"

HISTORY	25%	15
ECONOMICS	20%	12
POLITICAL SCIENCE	20%	12
BEHAVIORAL SCIENCE	20%	12
GEOGRAPHY	15%	9

Test 3 - 60 Questions
"The Science Test"

BIOLOGY	50%	30
EARTH SCIENCE	20%	12
CHEMISTRY	15%	9
PHYSICS	15%	9

Test 4 - 40 Questions
"The Reading Skills Test"

GENERAL READING	35%	14
PROSE LITERATURE	35%	14
PRACTICAL READING	15%	6
POETRY	10%	4
DRAMA	5%	2

Test 5 - 50 Questions
"The Mathematics Test"

ARITHMETIC	62%	31
ALGEBRA	18%	9
GEOMETRY	20%	10

GED TEST ANALYSIS

SKILL BREAKDOWN ON SOCIAL STUDIES, SCIENCE AND READING SKILLS TESTS

Skills	Social Studies No. of Items	%	Science No. of Items	%	Reading Skills No. of Items	%
1. Supporting Detail	6	10	17	28	14	35
2. Main Idea	0	0	0	0	6	15
3. Making Inferences	7	12	7	12	8	20
4. Application of Idea	9	15	2	3	9	23
5. Interpreting charts, maps and graphs	16	27	8	13	0	0
6. Identifying words in context	0	0	0	0	2	5
7. Literary devices	0	0	0	0	1	3
8. Prior knowledge (New Test Item)	14	23	6	10	0	0
9. Discrete item (New Test Item)	8	13	20	33	0	0
TOTALS	60		60		40	

THE WRITING SKILLS TEST - FORMAT AND ITEM BREAKDOWN

	No. of Items	%
SECTION - 1 - Spelling Choosing one misspelled word out of a group of words or determining that all words are spelled correctly.	10	12½
SECTION - 2 - Capitalization and Punctuation Choosing one of four possible capitalization or punctuation errors in a sentence, or determining that the sentence is correct as written.	10	12½
SECTION - 3 - Usage Choosing one of four underlined parts of a sentence which makes the sentence grammatically incorrect, or determining that the sentence is correct as written.	24	30
SECTION - 4 - Sentence Structure Choosing the item which contains the best wording for part or all of a given sentence, or determining that the sentence is correct as written.	20	25
Section - 5 - Diction and Style Choosing the item which contains the best wording for part or all of a given sentence, or determining that the sentence is correct as written.	4	5
SECTION - 6 - Logic and Organization Choosing the item which is best or most logical to the organization of a given passage.	12	15

GED TEST ANALYSIS

The Mathematics Test - Skills Breakdown

Skill Area	No. of Items	%
Basic Math	31	62
Operations, word problems, and logic related to whole numbers, fractions, decimals and percent.	28*	56
Ratio and proportion	3	6
Algebra	9	18
Concepts and logic	1	2
Exponents and roots	1	2
Simplifying expressions	0	0
Factoring	0	0
Rectangular coordinates	2	4
Writing and solving equations	5	10
Geometry	10	20
Concepts and logic	1	2
Angle relationships	1	2
Pythagorean theorem	1	2
Area, volume, perimeter	7	14
Total	50	

* Includes charts and/or graphs.

HOW TO TAKE A TEST

1. Prepare Yourself Physically

   Approach the test as you would an athletic contest. Get a good night's sleep before the test. Do not eat a large meal immediately before the test; but do not fight an empty stomach during the test either. Dress comfortably - wear loose fitting clothes. Don't take pep pills, tranquilizers, or other drugs before or during the test. If you like, take candy or gum with you for some quick energy. If you have time, take a short walk. Some moderate exercise before the test can help relieve tension.

2. Allow extra time to get to the test room, so you can relax a while before you begin. Get the address and locate the building before the day of the test.

3. Take The Maximum Time Allowed
   Do not let the early finishers bother you -- they usually are not the highest scorers.

4. Read directions carefully. Check to see that you are following the correct procedure for each test you take.

5. Answer easier questions first. Circle the ones you do not know and go back later. Don't spend a lot of time on any one question. Mark it and go back to it later if you have time.

6. Plan your time. Notice how long the test is and the amount of time you have to take it. Check the time when you are about one-fourth and again when you are one-half finished. Do this again when you are three-fourths finished.

7. Remember first choices are usually correct. Don't change answers.

8. Don't be a "HEAD BANGER" Give the Exam the answer it wants. This is no time to argue!

9. Plan your time so that you have the last ten minutes to be used for filling in answers omitted.

10. Be daring. If you don't know. . . GUESS! An "educated guess" is better than an absolutely wrong blank.

11. Sometimes test-builders give clues to the right answers by using the same words in the correct response that were used in the question.

12. Sometimes incorrect responses can be eliminated because they are not grammatically consistent with the statement of the question.

13. Sometimes a clue to the answer of another question can be found in the statement of a question somewhere else in the test.

14. Pick out the incorrect answers first. Usually there are two or three absolutely wrong answers. This reduces the number of responses that you have to keep in mind while you are selecting the best one.

WRITING SKILLS STUDY GUIDE

How to Prepare for the Writing Skills Test, McGraw-Hill Book Co. 1978

The Writing Skills Test is comprised of a variety of English Language skills. It includes Spelling, Punctuation and Capitalization, Grammar and Usage, Diction and Style, Sentence Structure and Logic and Organization. There are 80 items on the test and you will be given 60 minutes to complete the exam.

1. Take the pre-test on pages 1 to 12. Check your answers on pages 13 to 18. Go back over all the questions you missed.

2. Spelling - Review pages 25 to 34, scan the spelling lists pages 35 - 39. Answers on pages 40-41.

3. Capitalization - Read pages 45 to 51. Check answers on pages 52-53.

4. Punctuation - Read pages 57 to 63. Check answers on pages 64-65.

5. Grammar and Usage - This is an important section on the test. Review this carefully. Read pages 71 to 117. Check answers on pages 118-124.

6. Sentence Structure - Read carefully pages 131 to 149. Check answers on pages 150 to 154.

7. Diction and Style - Read pages 159 to 164.

8. Logic and Organization - Read carefully pages 171 to 179. Check answers on page 180.

9. Vocabulary - Read pages 181 to 186. Check answers on pages 186 to 189.

10. Take Post Test on pages 190 to 201. You will be allowed 60 minutes to take this test. Ask your teacher to time you. Check answers on pages 201 to 205.

11. Ask your teacher for the Predictor Test on Writing Skills.

SOCIAL STUDIES STUDY GUIDE

HOW TO PREPARE FOR THE SOCIAL STUDIES TEST, McGraw-Hill Book Co., 1978

The Social Studies test is primarily a reading comprehension test. It is advisable to practice reading skills before you take your GED exam. The exam will also require you to answer prior knowledge questions. You will have to base your answers on what you have learned before you take your test; they will not be found in a reading selection. Since you will be allowed 90 minutes to complete this test, it is important to practice timing yourself on the reading selections.

There are FIVE subject areas covered on the SOCIAL STUDIES test: ECONOMICS, GEOGRAPHY, POLITICAL SCIENCE, HISTORY AND BEHAVORIAL SCIENCE. Please keep track of the time it takes you to complete each of the Reading selections.

1. Take the Pre-Test on pages 1-11. Check your own answers on pages 12-13.

2. Read ALL of the following sections in any order.

   A. Economics Read pages 15-24 under Basic Information. Answer the DISCRETE QUESTIONS pages 24-30. Check answers on pages 42-44. Under the section titled READINGS read all five passages and answer the questions (pages 31-41). Check answers on pages 44-46.

   B. Geography Read BASIC INFORMATION and answer DISCRETE Questions pages 47-55. Read and answer questions for all five passages under READINGS pages 56-64. Answer and Explanations on pages 65-68.

   C. Political Science Read BASIC information and answer DISCRETE Questions pages 69-81. Read any five of the eight passages under READINGS pages 82-95. Answers and Explanations pages 96-101.

   D. History Read BASIC Information and answer DISCRETE Questions pages 103-119. Read and answer questions for any six of the eleven passages under READINGS pages 120-137. Answer and explanations pages 138-145.

   E. Behavioral Science Read BASIC Information and answer DISCRETE Questions pages 147-152. Read and answer questions for any five of the seven passages, pages 152-163. Answer and explanations pages 164-167.

3. Ask your teacher for the Post Test. You will be allowed 90 minutes to complete this test.

SCIENCE STUDY GUIDE

How To Prepare For the Science Test, McGraw-Hill

The Science Test includes items that are called Prior knowledge questions; things you should know before you take the test. Also you may find questions that are called discrete items, which means you may find the answer in one of the readings, not necessarily with the question. You will be given some practice answering these types of questions.

Remember to keep track of the time it takes to complete the readings. You will be allowed 90 minutes to answer 60 questions on the GED test. Learn to pace yourself. Get used to working with a time limit.

1. Take the Pre-test on pages 1-23. Check your answers on pages 24-28.

2. Study all of the following sections in any order.

   A. Biology Complete any 10 of the 20 readings. Include all readings with diagrams. Read Biology Review (pages 65-73) and answer the Questions pages 73-85. Answers are on pages 86-99.

   B. Earth Science Complete all of the reading passages, (pages 101-113). Read Earth Science Review and answer the questions (pages 114-125). Answers are on pages 126-131.

   C. Chemistry Complete all of the reading passages, (pages 133-142). Read Chemistry Review and answer the questions pages 143-155. Answers are on pages 156-159.

   D. Physics Complete all of the reading passages pages 161-170. Read Physics Review and answer the Questions pages 171-181. Answers are on pages 182-186.

3. Take the Post test on pages 187-209. You will be allowed 90 minutes to complete this test. Check your answers.

READING SKILLS STUDY GUIDE

How To Prepare for the Reading Skills Test, Mcgraw-Hill Book Co. 1978

The Reading Skills test is a reading comprehension test. Of the five GED tests, it is, for most people, the easiest. Therefore, it is recommended for your first test. Most of the reading selections are short passages covering Practical Reading, General Reading, Prose Literature, Poetry and Drama.

Since you will be allowed 60 minutes to complete 40 questions, it is important to practice timing yourself on the reading selections. Learn to pace yourself. Get use to working with a time limit. This will help reduce your anxiety when you go to take the actual test.

1. Read pages 3 - 17 carefully.

2. Take the Pre-test beginning on page 19. Please note the time it takes you to complete this test. Check your answers on pages 35 - 39. Go back over all questions you missed.

3. Read all of chapter 3 (pages 41-54) Practical Readings. There will be several passages like these on the test. Check your answers. Go over the ones you missed.

4. A large portion of this test will be over General Readings. In chapter 4, read pages 55-57 carefully. Then read any 8 Short Passages on pages 57-70; more if necessary. Answers are on pages 70-72. Also, read any 2(or more) of the Longer Readings, pages 73-107. Answers are on pages 107-117. Go over all questions you missed.

5. Prose Literature makes up another large portion of this test. Read pages 119-139 carefully. Then complete any 5 of the Reading passages on pages 139-153. Check answers on pages 153-157. Go over any questions you missed.

6. There will be very little Poetry on this test. Read pages 159-162 to review the vocabulary. Complete a few of the passages. Check your answers, pages 174-176.

7. Read pages 177-181. In chapter 7 - Drama - Complete one of the Passages.

8. Take the Post Test beginning on page 189. This is a timed test. You will have 60 minutes to complete it. Ask your teacher to time you.

GED MATHEMATICS PLACEMENT TEST

Name _____

Date _____

DIRECTIONS: Do as many problems below as possible. Don't worry if you have forgotten how to do a problem. We do not expect you to do every problem right. Have fun!

(1) $\begin{array}{r} 476 \\ +255 \\ \hline \end{array}$

(2) $\begin{array}{r} 5478 \\ 2936 \\ +4145 \\ \hline \end{array}$

(3) $\begin{array}{r} 500 \\ -124 \\ \hline \end{array}$

(4) $\begin{array}{r} 3472 \\ -2187 \\ \hline \end{array}$

(5) $\begin{array}{r} 64 \\ \times\ 6 \\ \hline \end{array}$

(6) $\begin{array}{r} 57 \\ \times 43 \\ \hline \end{array}$

(7) $7\overline{)847}$

(8) $21\overline{)672}$

(9) $\begin{array}{r} \frac{1}{5} \\ \frac{2}{+5} \\ \hline \end{array}$

(10) $\begin{array}{r} \frac{2}{3} \\ \frac{3}{+4} \\ \hline \end{array}$

(11) $\begin{array}{r} \frac{5}{7} \\ \frac{2}{-7} \\ \hline \end{array}$

(12) $\begin{array}{r} 5\frac{1}{8} \\ -2\frac{7}{8} \\ \hline \end{array}$

(13) $\frac{2}{3} \times \frac{4}{5} =$

(14) $2\frac{1}{4} \times 3\frac{1}{3} =$

(15) $\frac{5}{6} \div \frac{5}{12} =$

(16) $5\frac{1}{4} \div 1\frac{1}{2} =$

(17) 24.8 + 5.06 =

(18) 4.057 + 2.45 + 3.5 =

(19) 5.34 - .49 =

(20) 9.32 - .856 =

(21) .47 x 7 =

(22) .9 x .29 =

(23) $6\overline{)24.48}$

(24) $3.4\overline{)7.82}$

(25) 20% of 120 =

(26) Find the interest on $300 at 4½% for 7 months

(27) Change 2/3 into a percent.

(28) 35 is what percent of 40?

(29) In one season a baseball team played 140 games and lost 25% of them. How many games did they win?

(30) Frank cut a pie into 6 parts and then ate 2 of them. What percent of the pie did he eat?

(31) Express $15\frac{1}{2}\%$ as a decimal.

(32) Change 80% to a common fraction.

(33)
$$\begin{array}{r} 3 \text{ hr. } 20 \text{ min.} \\ -1 \text{ hr. } 50 \text{ min.} \\ \hline \end{array}$$

(34)
$$\begin{array}{r} 6 \text{ ft. } 10 \text{ in.} \\ +2 \text{ ft. } 5 \text{ in.} \\ \hline \end{array}$$

(35) Find X when: $3x = 24$

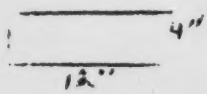
(36) If a = 2, b = 5, and c = 3 find: $6a + 2b - 4c =$

(37) $(-5) \times (+9) =$

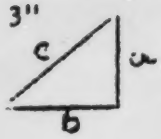
(38) Solve for y: $y + (9 - 8y) = 65$

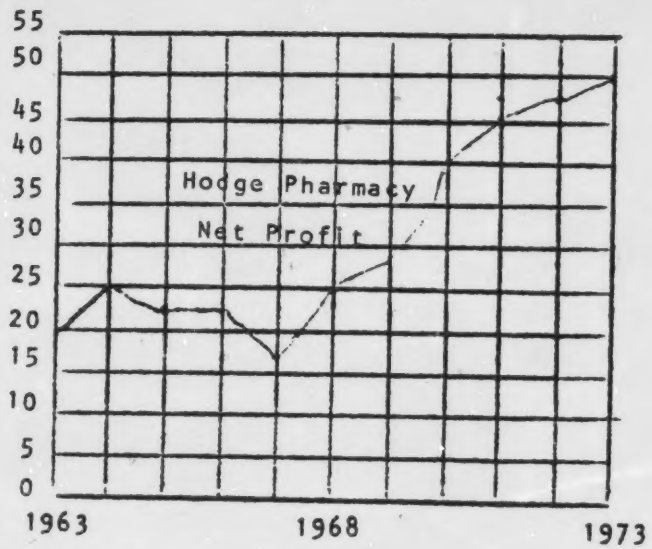
(39) Solve for a in $9a - 3 = 2a + 11$

(40) A=Length x Width
Find the area of the rectangle:



(41) $c^2 = a^2 + b^2$
Find c when a is 3" and b is 4"





(42) What was the net profit in 1964?

(43) In what year was the lowest profit made?

(44) What was the average net profit during the period shown?

GED MATHEMATICS PLACEMENT TEST
Answer Sheet

1.	731		addition
2.	12,559		
3.	376		
4.	1,285		subtraction
5.	384		
6.	2,451		Multiplication
7.	121		
8.	32		division
9.	3/5		
10.	17/12=1-5/12		
11.	3/7		
12.	2-1/4		fractions
13.	8/15		
14.	7-1/2		
15.	2		
16.	3-1/2		
17.	29.86		
18.	10.007		
19.	4.85		
20.	8.464		
21.	3.29		decimals
22.	.261		
23.	4.08		
24.	2.3		
25.	24		
26.	7.88		
27.	66-2/3%		
28.	87-1/2%		PERCENT
29.	105		
30.	33-1/3%		
31.	.155		
32.	.4/5		
33.	1 hr. 30 min.		Measurement
34.	9 ft. 3 in.		
35.	x = 8		Algebra
36.	10		
37.	-45		
38.	y = -8		
39.	a = 2		
40.			
41.	48 sq. in.		Geometry
42.	c = 5 in.		
43.	$25,000.00		
44.	1967		Graph
45.	29,000 - 31,000		

Raw Score		Grade Equiv.
1-6	below	4.0
7-10		4.0
11-16		5.0
17-24		6.0
25-32		7.0
33-40		8.0
41-45		GED

SUGGESTED PRE-GED & GED MATERIALS

SCIENCE RESEARCH ASSOCIATES, INC.
259 E. Erie St-eet
Chicago, Illinois 60611

3-9500	Manpower & Natural Resources Kit	$155.34

HOUGHTON MIFFLIN CO.
777 California Avenue
Palo Alto, Calif. 94304

9-72620	Nelson Test Booklets Form A (pkt. 35)	$6.60
9-72632	Self Marking Ans. Sheets Form A (pkt. 100)	$7.20

JAMESTOWN PUBLISHERS
Order Department
Post Office Box 6743
Providence, R.I. 02940

Comprehension Skills		
CB-1M	Understanding the Main Idea	$1.60
CT-1M	Main Idea Cassette	$6.50
CB-5M	Making an Inference	$1.60
CT-5M	Inference Cassette	$6.50
CB-8M	Retaining Concepts & Organizing Facts	$1.60
CT-8M	Concepts & Facts Cassette	$6.50
CB-9M	Isolating Details & Recalling Facts	$1.60
CT-9M	Details & Facts Cassette	$6.50
Reading The Content Fields		
552-M	Social Studies	$2.00
562-M	Social Studies Cassette	$6.50
554-M	Science	$2.00
564-M	Science Cassette	$6.50
555-M	Practical Arts	$2.00
565-M	Practical Arts Cassette	$6.50

GREGG DIVISION
McGraw-Hill Book Co,
8171 Redwood Highway
Novato, Calif. 94947

Pre-GED Basic Skills Series

00418-8	Basic Reading Skills	$4.00
10138-3	Basic Science Skills	$4.00
23741-7	Basic Writing Skills	$4.00
51171-3	Basic Social Studies Skills	$4.00
55226-6	Basic Mathematics Skills	$4.00

How To Prepare for the GED Series

23742-5	The Writing Skills Test	$4.00
23743-3	The Reading Skills Test	$4.00
32027-6	The Social Studies Test	$4.00
33191-6	The Science Test	$4.00
10337-2	The Mathematics Test	$4.00

The ESL packet consisted of the following:

1. ESL Teacher Check List - A "Do" list and a "Don't" list produced by the ESL training staff, with input from the previous year's participants. Project-prepared.

2. Administration Manual for the John Test - an oral skills diagnostic instrument prepared by the Adult Education Resource Center at New Jersey State College, Jersey City, New Jersey, and disseminated free of charge by that agency.

3. Recommended Materials List for English as a Second Language - an annotated bibliography of materials for individual as well as group use. Project - prepared.

4. ESL Practicum Personalized Outline of Discussion - an outline for participants' use in organizing the ideas brought forth in open discussion of materials and techniques. Project - prepared.

5. ESL Practicum Evaluation. Project - Prepared.

ESL TEACHER CHECK LIST

DO'S

Do speak clearly and carefully at all times.

Do enlist the help of any family members who can speak English fairly well.

Do find out where students can buy helpful materials at home.

Do adjust the speed of your speech to your students' comprehension.

Do check to see if every student knows where we are and what we are doing.

Do have plenty of examples, and make sure none of them get you into trouble.

Do wait long enough for responses -- silence won't kill you, so give them a long time to think.

Do have a variety of means of getting the point across -- verbal explanations, blackboard drawing, pantomime, etc.

Do make sure your students know how to address you and how to refer to you.

Do repeat often, making sure to say things in more than one way.

Do make exercises self-explanatory (by way of example) so that you can get by with a minimum of explanation.

Do make sure new students know where to find restrooms, water fountains, smoking areas, etc.

Do be sensitive of when students begin to tire of a certain activity.

Do reward correct answers.

Do provide a variety of activities and exercises.

ESL CHECK LIST, CONT.

DO'S

Do correct students at appropriate times.

Do use consistent cues for "listen", "repeat", "answer", etc.

Do have backup activities for those times when your lesson plan doesn't work.

Do keep special needs of individual students in mind when planning a lesson.

Do have ready access to individualized activities for more advanced students while you work with those who need special attention.

Do make sure each student keeps a record of what he or she did each day.

Do keep your own record of what everybody did in class each time, and insert comments on ease or interest encountered.

Do obtain student feedback on difficulty and popularity of various activities.

Do know all students' names and what they want to be called.

Be aware of students' goals: do they want to concentrate on reading, or do they need practice in conversation? Do they have a specific goal for which a particular competency is required? (E.g., driver's license, GED, ads in the newspaper, orders in a restaurant, daily work schedule, citizenship, etc.)

Do include a brief checkup on material covered in the last two or three classes, to motivate students to remember, and to give returning students an idea of what went on while they were absent.

Do listen to individual voices when the class does drills, to catch errors in pronunciation and inaccurate patterns.

Do provide students with a way of coping with their limited English skills--for example, rehearsing phrases like "I'm sorry, I didn't understand you. Could you speak more slowly?"

Do send post cards to students if they are absent for two or three weeks.

Do make notes in class on troubles that individuals have with the exercises.

Do encourage students to talk, and do allow them plenty of time to think as they speak.

Do have students sign in for each class they attend, so you have proof of their attendance.

Do occasionally expose students to sloppy way most Americans really talk--e.g., practice saying "he is going to see" and also "he's gonna see", so that they know what to expect.

ESL TEACHER CHECK LIST

DON'T

Don't do all the talking.

Don't do the same activity for more than 20 minutes at a time. Switch exercises, or switch from speaking to writing, or some other feature of the exercise.

When you're in front of a class of people from different backgrounds, don't speak any other language but English. You can provide translations privately, but don't confuse the other students by using words and phrases in some other language.

Don't give too much oral work and neglect written exercises, or vice-versa.

Don't spend a lot of time explaining -- examples are more efficient (and beginners won't understand your explanation).

Don't think they all know what is going on just because they smile and nod their heads -- ask questions.

Don't expect them to remember forever what you covered last time -- review again and again.

Don't confuse non-standard speech patterns with non-native speech patterns when you are correcting a student. "Ain't" will be understood; "no is" probably won't.

Don't be afraid to say "I don't know".

Don't let class discussions be monopolized by a few good talkers.

Don't talk too much.

Don't spend a lot of time correcting mispronunciations that will not cause misunderstanding -- concentrate on the inaccuracies that produce conflicting interpretations. (E.g., a Spanish speaker's "gw-" for "w-" will not cause as much trouble as his substituting "b" for "v".)

Don't mumble.

ESL PRACTICUM

Personalized Outline of Discussion

1. a. Activities aimed at strengthening students' capabilities in English syntax (grammar):

   b. Activities and materials useful in building vocabulary:

   c. Activities, techniques and criteria to use in improving pronunciation:

2. a. Techniques that cause students to focus on spoken English (without reference to written language):

b. Techniques in developing literacy, with or without accompanying oral practice:

a. Suggestions for developing passive competence (comprehension) in--

1. spoken language:

2. written language:

b. Suggestions for developing active performance in --

1. spoken language:

2. written language

RECOMMENDED MATERIALS FOR ENGLISH AS A SECOND LANGUAGE

REGENTS PUBLISHING CO., INC.
2 Park Avenue
New York, N.Y. 10016

Catalog No.	Title	Price
#17420	Regents English Workbook, bk. 1	$2.25
#17421	Regents English Workbook, bk. 2	2.25
#17422	Answer Key	1.00

Description:

Page after page of exercises based on one particular grammatical structure. Useful as individualized reinforcement activity following class presentation and oral examples, or used along with class presentation as group exercise.

Catalog No.	Title	Price
#17978	English Step-by-Step with Pictures	$2.45

Description:

For very beginning students, especially in small-group or one-to-one tutor with volunteers or aides.

Catalog No.	Title	Price
#18720	Modern American English, Book 1	$2.75
#18721	" " " Book 2	2.75
#18722	" " " Book 3	2.75
#18723	" " " Book 4	2.75
#18724	" " " Book 5	2.75
#18725	" " " Book 6	2.75

Description:

This would be a reasonably efficient series to use as a basic text. Many pictures, semi-breezy. There are accompanying cassette tapes ($70.00 per book-set) workbooks ($1.75 each), and teacher's guide available ($3.95), but not necessary.

Catalog No.	Title	Price
#18013	Essential Idioms in English	$2.75

Description:

Idioms and their definitions, illustrations and exercises. Recommended fo more advanced classes.

Catalog No.	Title	Pric
#17416	Pronunciation Contrasts in English	$3.50

Description:

Recommended for teacher use in planning teaching strategies for specific pronunciation problems found in individual students.

ADDISON-WESLEY PUBLISHING CO.
Addison-Wesley School Division
2725 Sand Hill Road
Menlo Park, California 94025

Catalog No.	Title	Price
#04415	New Horizons in English, Book 1	$2.79
#04418	" " " " Book 2	2.79
#04421	" " " " Book 3	2.88
#04424	" " " " Book 4	2.88
#04427	" " " " Book 5	2.88
#04430	" " " " Book 6	2.88

Description:

Good series for use as a basic text. Breezy style, many pictures, colorful. Also available are Teacher's Guides ($2.97 and $3.99). Workbooks ($1.17 and $1.47) and cassette tapes ($61.74 per book-set).

OXFORD UNIVERSITY PRESS
200 Madison Avenue
New York, New York 10016

Catalog No.	Title	Price
ISBN 0-19-502332-3	Oxford Picture Dictionary of the English Language	$3.50

Description:

Attractive colorful pictures with objects numbered and keyed to English words listed at the bottom of the page. Very popular with beginning students, and as an occasional conversation-starter in more advanced classes. Definitely must be used as a class activity.

COLLIER MAC MILLAN INTERNATIONAL, INC.
866 Third Avenue
New York, New York 10022

Catalog No.	Title	Price
97114	English 900, Book 1	$2.30
97115	" " Book 2	2.30
97116	" " Book 3	2.30
97117	" " Book 4	2.30
97118	" " Book 5	2.30
97119	" " Book 6	2.30
97121	Workbook, 1	1.60
97122	" 2	1.60
97123	" 3	1.60
97124	" 4	1.60
97125	" 5	1.60
97126	" 6	1.60

COLLIER MAC MILLAN INTERNATIONAL, INC. (continued)

97438	New English 900, Book 1	$2.30
97439	" " " Book 2	2.30
97440	" " " Book 3	2.30
97441	" " " Book 4	2.30
97442	" " " Book 5	2.30
97443	" " " Book 6	2.30

Description:

The old English 900 is rather stodgy and prim, but the workbooks are programmed, so that students can use them on their own, with just an occasional explanation from the teacher. New English 900 is a more relevant, up-to-date series but its workbooks are useless since they are not programmed and require teacher supervision. Cassettes and manuals available.

Your local bookstore or stationers' has this next item:

Merriam-Webster's New Ideal Dictionary ($5.95). This is a hard cover, easy to read dictionary that is much more useful than most of the more expensive ones you could find.

CAMBRIDGE BASIC SKILLS PROGRAMS
888 Seventh Avenue
New York, N.Y. 10019

Catalog No.	Title	Price
SBN 8428-9038-6	Reading Competence (4-5)	$3.90
9039-4	Reading Improvement (5-6)	3.90
9040-8	Reading Performance (6-7)	3.90
9041-6	Reading Achievement (7-8)	3.90

Description:

Very practical information on every day coping skills Good resource books for teachers to adapt and use with beginning and intermediate students. Useful in advanced classes as individual or group reading and discussion.

NEW READERS PRESS
Box 131
Syracuse, N.Y. 13210

News For You - a newspaper written at (A) 3rd to 4th grade reading level (we recommend this one), or (B) 4th to 6th grade reading level. 10¢ per copy per week is the subscription rate.

SCOTTSDALE PUBLIC SCHOOLS

INTER-OFFICE MEMO

DATE: February 14, 1980

TO: Ellen Fuller

FROM: Don Brooks DB

SUBJECT: Elementary Teacher Practicum

The Tonto teachers have finally stopped eulogizing you and I can now get in a word or two.

It is rare to find a teacher who will admit to a profitable in-service day so, when I speak (listen) to seven teachers using all sorts of superlatives describing their day with you and your class, I am delighted.

I want to thank you for your time and the extraordinary learning experience you provided the Tonto teachers. I hope you will thank your students for their cordiality.

SCOTTSDALE PUBLIC SCHOOLS

INTER-OFFICE MEMO

DATE: February 8, 1980

TO: Dr. Frank Schilling, Asst Supt for Elementary Education

FROM: Marvin H. Lieske, Director, Externally Funded Programs

SUBJECT: English-as-a-Second-Language Training

Attached is a memo from Betty Trzcinski, regarding the offering of teacher training in English-as-a-Second-Language. If this meets with your approval, I will advise Mrs. Trzcinski to proceed.

This is in response to Dr. White's survey of students needing additional training in the English language.

MHL/pw
Encl
cc: Dr. Randall
Dr. White

Looks good
I also approved the
attendance of the librarian
from Yav.
Frank

Called
Betty
2-11-80

77 RECEIVED FEB 8 1980

SCOTTSDALE PUBLIC SCHOOLS

INTER-OFFICE MEMO

DATE: February 4, 1980

TO: Dr. M. Lieske

FROM: Betty Trzcinski

SUBJECT: ESL Practicum

We would like to invite teachers from Tonto School to attend an ESL Practicum. The 310 Practicum provides for training of teachers from cooperating agencies. It is my understanding that the Tonto teachers may be taking professional days. No reimbursement is offered to these trainees.

In talking with Don Brooks, we settled on a tenative date of Wednesday, February 13th. We are training a teacher that day and the group from Tonto can observe also. The session will consist of a class observation from 8:30a.m. to 11:30 at Vista Del Camino with demonstrations of many methods and materials. The afternoon session will be here at Yavapai. Some of the topics to be covered are:

Diagnostic Instruments
Practice in prescribing materials and activities for individualized needs.

Each teacher will receive a teaching packet that includes materials, methods and activities found to be most useful to practicum participants.

SCOTTSDALE PUBLIC SCHOOLS

INTER-OFFICE MEMO

DATE: February 19, 1980

TO: Dr. Frank Schilling, Asst Supt, Elementary Education

FROM: Marvin H. Lieske, Director, Externally Funded Programs MHL

SUBJECT: Adult Education Program

Attached is the summary of the day-long session conducted by our Adult Education personnel for teachers interested in the techniques of teaching English-as-a-Second-Language. I appreciate the extra dedication by our Adult Education people that this report reflects.

I also appreciate your support and the enthusiasm and appreciation shown by those attending this session.

MHL/pw

Thank you, be repeated?
Can the workshop
Frank

RECEIVED FEB 20 1980

SCOTTSDALE PUBLIC SCHOOLS

ADULT LEARNING CENTER
701 North Miller Road
Scottsdale, Arizona 85257

Telephone 949-6608

Dear Project Director,

ARE YOU FACED WITH NEW TEACHERS WHO HAVE HAD LITTLE OR NO EXPERIENCE TEACHING ABE, GED OR ESL CLASSES?

OR, PERHAPS, EXPERIENCED TEACHERS WHO WOULD LIKE SOME ASSISTANCE DEVELOPING A PROGRAM FOR THEIR CLASS?

AND, IS IT TIME TO ORDER MATERIALS, BUT YOU ARE UNSURE OF WHAT MATERIALS ARE REALLY SUITABLE FOR THE ADULT STUDENT?

The Scottsdale Adult Learning Center invites you and your teaching staff to participate in an individualized staff development program as part of a 310 grant from the State Department of Education. This program is unique because we will work with individual teachers or very small groups so that the practicum can be designed to meet the specific needs of each teacher and his/her teaching assignment. Considerations are given to such things as, teaching experience, class location, student population, available materials and resources, class size, special problems, etc., in order to tailor the workshop to each teacher.

ABE, GED AND ESL teachers will gain practical experience and have the opportunity to become more familiar with materials and methods in adult education, covering both classroom and individualized techniques.

Some of the topics to be covered include:

1. The use of diagnostic instruments in reading, math, ESL, etc., with emphasis given to beginning reading.

2. Procedures for organizing an individualized classroom program.

3. Pratice in prescribing materials and activities for individualized needs.

4. Evaluating student progress and keeping student records.

5. Discussions on effective group activities.

6. Review and make recommendations of relevant published materials.

7. Review of roll book and attendance procedures.

8. Discussion of effective methods for student recruiment and retention.

Teachers who attend during the school week will have the opportunity to observe various materials and methods being used with students in the Learning Center.

For those teachers who are unable to attend during the week, we have scheduled a few Saturday workshops for small groups. The next scheduled Saturday date is:

Participants will receive a per diem allowance to cover travel and meal expenses. Overnight lodging, for those who require it, will be reimbursed.

Please pass on the appropriate workshop applications to your teaching staff as soon as possible, so they will have the opportunity to attend a workshop before their classes begin. If you require more applications, you may duplicate these or we will send you more. Those selected for the workshops will be notified and a date set for them to attend. Locations and other information will also be sent at that time.

Thank you for your assistance distributing this information to your teachers. If there are any questions regarding the Practicums, please call me at 949-6608.

Sincerely,

Betty Trzcinski
Director

SCOTTSDALE PUBLIC SCHOOLS

ADULT LEARNING CENTER
701 North Miller Road
Scottsdale, Arizona 85257

Telephone 949-6608

Dear Program Director,

The Scottsdale Adult Learning Center invites your ABE, GED and ESL teaching staff to participate in a staff development program that is part of a 310 grant from the State Department of Education. This program is unique because we will work with small groups so that the practicum can be designed to meet the specific needs of each teacher and his/her teaching assignment. Considerations are given to such things as, teaching experience, class location, student population, available materials and resources, class size, special problems, etc., in order to tailor the workshop to each teacher.

These Free workshops are open to all ABE, GED and ESL teachers. We would prefer, however, that participants pre-register by filling out the enclosed application and returning it as soon as possible.

ABE, GED AND ESL teachers will have the opportunity to become more familiar with materials and methods in adult education. Some of the topics to be covered include:

1. The use of diagnostic instruments in reading, math, ESL, etc., with emphasis given to beginning reading.
2. Procedures for organizing an individualized classroom program.
3. Practice in prescribing materials and activities for individualized needs.
4. Evaluating student progress and keeping student records.
5. Discussions on effective group activities.
6. Review and recommendations of relevant published materials.

The next scheduled workshop dates are:

Please pass on the appropriate workshop applications to your teaching staff as soon as possible, so they will have the opportunity to attend a workshop soon.

Thank you for your assistance distributing this information to your teachers. If there are any questions regarding the Practicum, please call me at 949-6608.

Sincerely,

Betty Trzcinski
Director

Dear Adult Educator:

Scottsdale Adult Learning Center invites you to an inservice workshop designed just for you. The Individualized Teacher Practicum is a unique program that allows us to tailor a workshop specifically for your class assignment. We will consider your student population, class size, special problems, available materials and resources and anything else you wish to discuss. You will have an opportunity to become more familiar with materials and methods in Adult Education, covering both classroom and individualized techniques.

ABE: The ABE workshop will focus on diagnosing reading skills with an emphasis on beginning reading, reviewing low level-high interest adult reading materials, and prescribing materials and activities for individual needs.

GED: The GED workshop will include; diagnostic instruments in reading and math, pre-GED materials, an analysis of the GED tests and effective methods and materials for the successful completion of the test battery.

ESL: The ESL workshop will include a demonstration of methods and techniques of teaching English as a Second Language, in an actual class of ESL students at the Learning Center.

Other topics to be covered in the workshops include:

1. Procedures for organizing an individualized classroom program.

2. Discussions of effective group activities.

3. Evaluating student progress and keeping student records.

4. Review of roll book and attendance procedures.

5. Discussion of effective methods for student recruitment and retention.

By attending during the week you will have an opportunity to observe various materials and methods used with students in a learning situation. For those teachers who are unable to attend during the week, we will offer a few Saturday workshops for small groups.

The next scheduled dates are:

Participants will receive a per diem allowance to cover travel and meal expenses. Overnight lodging for those who require it, will be reimbursed.

Please take the time right now to fill out the enclosed application and return it as soon as possible. We will be scheduling participants for September/October very soon. If you have any questions concerning the program, please contact me at 949-6608.

Sincerely,

Rosemeri Barabe
Practicum Coordinator

The Scottsdale Adult Learning Center is providing special in-service training workshops as part of a 310 grant from the State Department of Education, Adult Education Division. In its second year, this unique program offers individualized staff development in the areas of ABE, GED, and ESL. It is designed specifically to meet the needs of each adult educator and his/her teaching assignment. Considerations are given to such things as teaching experience, class location, student population, available materials and resources, class size, special problems, etc.

Some of the topics covered include:

1. Procedures for organizing an individualized classroom program.

2. Discussions of effective group activities.

3. Evaluating student progress and keeping student records.

4. Review of roll book and attendance procedures.

5. Discussion of effective methods for student recruitment and retention.

The ABE Workshop will focus on diagnosing reading skills with an emphasis on beginning reading, reviewing low level-high interest adult reading materials, and prescribing materials and activities for individual needs.

The GED Workshop will include; diagnostic instruments in reading and math, pre-GED materials, an analysis of the GED tests and effective methods and materials for the successful completion of the test battery.

The ESL Workshop will include a demonstration of methods and techniques for teaching English as a Second Language, in an actual class of ESL students at the Learning Center, and discussions of concerns specific to ESL.

New dates will be scheduled throughout the year.

Information and applications for the practicums can be obtained by contacting the Scottsdale Adult Learning Center or calling 949-6608.

APPLICATION FOR ESL PRACTICUM

NAME_____ Date_____

ADDRESS_____ Telephone_____

Project Director's Name _____

1. What areas do you teach?
   ABE _____ How long? _____
   ESL _____ How long? _____
   GED _____ How long? _____

2. Are your ESL students beginning? _____
   Intermediate? _____
   Advanced _____

3. Have you taught ESL in another program (another state, or not in adult ed, etc.)? _____
   If so, how long, where, and what levels?
   _____

4. Any formal training in linguistics or language pedagogy? _____
   Where and how much? _____

5. What are the names and levels of the materials you use? _____
   _____

6. What would you like to discuss in the practicum (your main problems or concerns? _____
   _____

7. Which weekday would be the best for you to attend a demonstration practicum? (Please number 1 to 5, with No. 1 for your first choice):

   _____ Monday _____ Wednesday _____ Friday

   _____ Tuesday _____ Thursday

Dear

We would be happy to have you come to an ESL Practicum on

Here is a proposed schedule of activities:

8:30 a.m.	Introductions and preliminary discussion
9:00 - 10:00	Demonstration class
10:00 - 10:30	Break--Discussion of first half of demonstration
10:30 - 11:30	Second half of demonstration
11:30 - 1:00	Lunch
1:00 - 3:00	Discussion of specific concerns; examination of materials; review of records - keeping procedures; etc.

Could you please bring with you a copy of your placement test? So many educators are interested in what other teachers are using.

Our learning center is at 701 North Miller Road, between McDowell and McKellips, and between Hayden and Scottsdale Road. It is a portable building next door to Yavapai Elementary School.

See you soon,

Ellen Fuller

Ellen Fuller
ESL, Teacher trainer
949-6608

APPLICATION FOR ADULT EDUCATION PRACTICUM

ABE GED

NAME: _____ PHONE: _____

ADDRESS: _____ PROJECT: _____

_____
city zip

What do you teach? ABE _____ GED _____

How long have you taught in Adult Ed.? _____

Doyou use class instruction _____ individualized instruction _____

a combination of both _____?

Do you have aides or volunteer help? Yes _____ No _____

How do you determine student entry level? _____

_____

What Diagnostic tests do you use if any? _____

What materials do you use? _____

_____

What kinds of materials do your students need but you can't find?

_____

What problems have you had in the past, or anticipate having, and would like discussed during this practicum? Please be specific.

_____

_____

_____

_____

_____

Would you take a personal or professional day off from your job to attend a workshop during the week (Mon. through Fri.)?

Yes _____ No _____

On which of the following days would you prefer to attend a day-long workshop? (9a.m. to 3:30p.m.) Number 1 to 5 with 1 being your first choice.

Mon. _____ Thurs. _____

Tues. _____ Fri. _____

Wed. _____

During what month would you prefer to attend? _____

OR

Since I cannot attend during the week, I would like to attend ~~the~~ a workshop scheduled ~~for~~ on a Saturday.

_____

_____

PLEASE RETURN TO:

PRACTICUM
SCOTTSDALE ADULT LEARNING CENTER
701 N. Miller Road
Scottsdale, Az. 85257

APPLICATION FOR ADULT EDUCATION PRACTICUM

ABE GED

NAME: _____ PHONE: _____

ADDRESS: _____ PROJECT: _____

_____
City Zip

What do you teach? ABE _____ GED _____

How long have you taught in Adult Ed.? _____

Do you use class instruction _____ individualized instruction _____

a combination of both _____?

When would you prefer to attend a day-long workshop (9a.m.-3p.m.)?

Day(s) _____ Month(s) _____

We will be in touch with you to schedule a date.

The following Saturday workshops have been scheduled. Please check the one you wish to attend.

_____

_____

PLEASE RETURN TO:

PRACTICUM
SCOTTSDALE ADULT LEARNING CENTER
701 North Miller Road
Scottsdale, Az. 85257

SCOTTSDALE PUBLIC SCHOOLS

ADULT LEARNING CENTER
701 North Miller Road
Scottsdale, Arizona 85257

Telephone 949-6608

Dear Adult Educator,

The Scottsdale Adult Learning Center has scheduled an ABE/GED Practicum for Saturday, . We invite you to join us from 9a.m. until 3p.m.

Please fill out and return the lower portion of this page to:

PRACTICUM
Scottsdale Adult Learning Center
701 N. Miller Rd.
Scottsdale, Az 85257

ABE GED PRACTICUM

Name_____ Phone_____

Address_____ Project_____

_____
CITY ZIP

I WILL ATTEND THE ABE/GED PRACTICUM ON:

_____

I CAN NOT ATTEND ON THIS DATE, BUT WOULD LIKE TO ATTEND AT ANOTHER TIME. _____

Dear

I am looking forward to meeting you at the ABE/GED practicum on The practicum will take place at the Learning Center, 701 North Miller Road, from 9 a.m. until about 3 p.m. with a break for lunch. Enclosed is a map to help you find us.

You will receive $35.00 per diem to cover lodging and meals. Also, please check your mileage when you leave home so we can reimburse you for it. Unfortunately, it may be several weeks before you receive this check. If you have any questions, please feel free to call me at 949-6608.

Sincerely,

Rosemeri Barabe
Practicum Coordinator

Dear

I am looking forward to meeting you at the ABE/GED practicum on The practicum will take place at the Learning Center, 701 North Miller Road, from 9 a.m. until about 3 p.m. with a break for lunch. Enclosed is a map to help you find us.

You will receive $15.00 to cover travel and meal expences. Unfortunately, it may be several weeks before you receive this check. If you have any questions, please feel free to call me at 949-6608.

Sincerely,

Rosemeri Barabe
Practicum Coordinator